

DOCUMENT RESUME

ED 373 851

JC 940 516

AUTHOR Shillito, Elaine M.; Wiggernhorn, Rebecca J.
TITLE Procedure Manual for the Development of Instructional and Noninstructional Faculty Portfolios.
INSTITUTION Clark State Community Coll., Springfield, OH.
PUB DATE Jul 93
NOTE 103p.
AVAILABLE FROM Clark State Community College, 570 E. Leffel Lane, Springfield, OH 45505 (\$15).
PUB TYPE Guides - Non-Classroom Use (055)
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Check Lists; *College Faculty; Community Colleges; Documentation; Educational Philosophy; Faculty Development; Guidelines; *Portfolio Assessment; *Portfolios (Background Materials); *Teacher Evaluation; Teacher Responsibility; Teaching Load; Two Year Colleges

ABSTRACT

Designed to provide direction for the production of instructional and non-instructional faculty portfolios, these guidelines describe the purpose and elements of portfolios and the critical steps in their development and evaluation. First, a definition is provided of a teaching portfolio, indicating that it is a collection of materials substantiating classroom performance, particularly highlighting the priority of teaching. Next, explanations and suggestions are provided for the following steps in the production of portfolios designed for the dual purposes of self-evaluation of teaching and administrative evaluation of performance: (1) a statement of philosophy, which can include thoughts on the teacher's or students' roles in education; (2) a statement of responsibility, covering such areas as the number and type of courses taught, evaluation methods used, participation in faculty governance, or involvement in special initiatives; (3) appended statements from supervisors or results from evaluations to substantiate the statement of responsibilities; (4) a discussion of highlighted responsibilities, including supporting documents; and (5) a reflective statement linking the teaching philosophy to the concrete examples provided. Finally, guidelines are presented for evaluating portfolios, describing a two-step process by peers and a caucus of interdisciplinary members and providing sample worksheets for each. Sample supporting documents to be included in portfolios are appended. Contains nine references. (KP)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

Procedure Manual

ED 373 851

for the Development of Instructional and Noninstructional Faculty Portfolios

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

☐ Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.



PERMISSION TO REPRODUCE THIS MATERIAL
IN OTHER THAN PAPER COPY HAS BEEN
GRANTED BY

E. Shillito

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

Elaine M. Shillito
Associate Professor

Rebecca J. Wiggernhorn
Assistant Professor

BEST COPY AVAILABLE

Clark
State
Community College

PROCEDURE MANUAL
FOR THE
DEVELOPMENT OF
INSTRUCTIONAL
AND
NONINSTRUCTIONAL
FACULTY
PORTFOLIOS

Elaine M. Shillito
Associate Professor

Rebecca J. Wiggernhorn
Assistant Professor

Acknowledgements

Steve Button, Graphic Artist
Betty Dooley, Professor
Kay Frazier, Professor
Dan Heighton, Assistant Professor
Dr. John Murray, Associate Dean of Curriculum and
Instruction, Genesee Community College
Dr. Judy Murray, Associate Professor
Mary Patton, Acting Director, Career Services
Nancy Schwerner, Head Librarian
Dr. Pat Skinner, Vice President/Dean of Academic and Student
Affairs

We would like to thank the above referenced people for their contributions and support during the development of this project.

Table of Contents

Preliminary Topics

Abstract	1
Executive Summary.....	2
Portfolio Definition.....	3

Portfolio Development

Introduction.....	4
Statement of Philosophy.....	5
Example of.....	6
Statement of Responsibility.....	7
Example of.....	10
Discussion of Responsibilities.....	11
Example of.....	12
Reflective Statement	14
Example of.....	15

Portfolio Evaluation

Discussion.....	16
-----------------	----

Conclusion	18
------------------	----

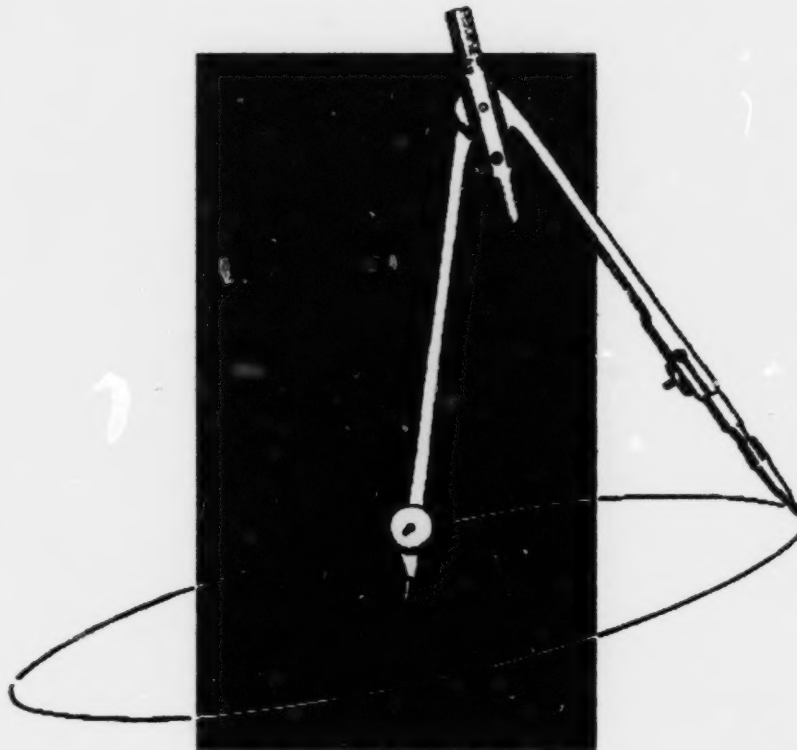
Appendix A	Solicited Supervisor Affidavit
Appendix B	Example Documentation-Statement of Responsibility
Appendix C	Example Documentation-Statement of Responsibility
Appendix D	Example Documentation-Statement of Responsibility
Appendix E	Blank Forms

BEST COPY AVAILABLE

Abstract

The goal of these portfolio guidelines is to provide direction for the production of instructional and noninstructional faculty portfolios. Many state organizations, colleges, and boards of trustees are currently investigating alternative assessment tools and/or methodologies to eliminate and/or support current administrative and student evaluation instruments.

The content of this manual includes, but is not limited to, the critical steps involved in developing and evaluating a teaching portfolio.





Executive Summary

This manual covers the critical steps involved in developing and evaluating faculty portfolios. Items presented include:

1. Definition of a teaching portfolio
2. Rationale for developing a teaching portfolio
3. Steps for developing a teaching portfolio
4. Interdependence of learning/teaching methods, outcomes, and evaluation

The importance of developing a teaching portfolio was emphasized at a local faculty development seminar given by Tony Grasha, Ph.D., University of Cincinnati. This end product is intended to serve more than a summative function, i.e., a cyclical assessment and development process.

Definition of Teaching Portfolio

A portfolio is a collection/compilation of materials substantiating classroom performance, specifically highlighting the institutional priority of teaching. Any



portfolio is dynamic and based on multiple sources of evidence collected over time (possibly three years) and could be an ingredient of institutional accountability.

Specifically, portfolios define what is exemplary and essential in teaching the faculty member's particular subject; therefore, the faculty member must avoid amassing quantity over quality of classroom artifacts.

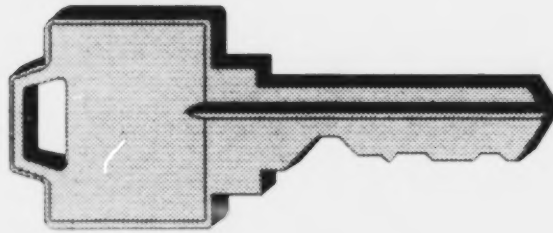
Introduction

The intent of this series of guidelines is to provide an outline of alternate documentation to be included in a portfolio designed for the dual purposes of self-evaluation of teaching and of administrative evaluation of performance. Throughout this document frequent references are made to "teaching" portfolio. However, noninstructional faculty need to make appropriate word substitutions which reflect their particular position at this institution.

To support the purpose of improvement of teaching, the faculty need to gather information that identifies strengths and weaknesses in teaching methods. To support the purpose of assisting administrative decisions regarding promotion, retention, recognition awards, etc., faculty need to gather information that measures various aspects of teaching effectiveness. The step-wise approach used in the development of a portfolio follows the below listed sequence.

- 
1. Preparation of the statement of philosophy
 2. Preparation of the statement of responsibility
 3. Composition of an itemized "list" of accomplishments
 4. Acquisition of the supporting data
 5. Compilation of the final portfolio

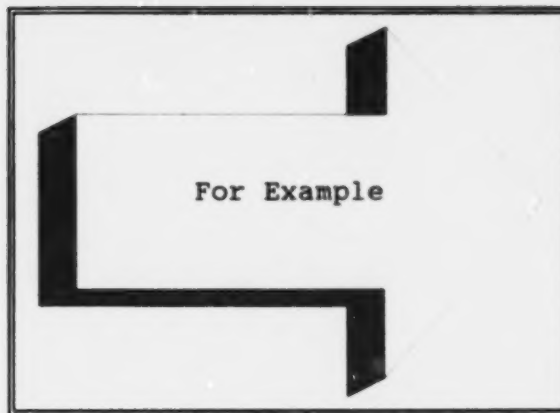
A single portfolio may serve both self-improvement and administrative purposes; but because of the physical limitations of the portfolio design, there may be overlap in supporting documentation.



The "key" to your portfolio

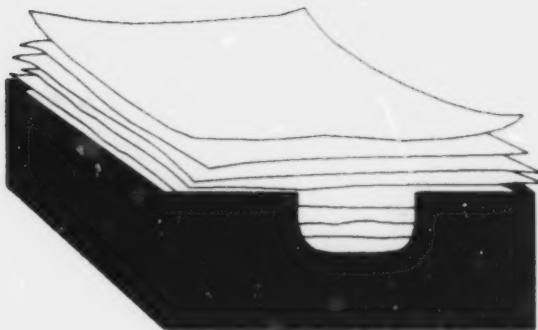
Statement of Teaching Philosophy

The statement of teaching philosophy is a reflective statement of the faculty member's teaching philosophy. This could include thoughts that address the faculty member's perception of his or her role, the faculty member's perception of the students' roles, and the faculty member's interaction with the students in the classroom relative to the course material. This statement of philosophy is the cornerstone for the remainder of the portfolio. In other words, all documentation in the portfolio should reflect an attempt by the faculty member to implement his or her philosophy in one or more courses.



Statement of Philosophy (in brief)

...My philosophy of teaching encompasses various goals. One such goal is to develop in students critical thinking, problem-solving, and communication skills to prepare them for immediate employment, transfer to a four-year institution, and life-long learning...



Statement of Responsibility

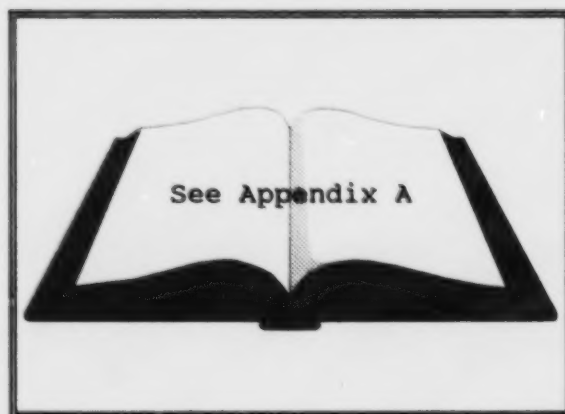
The statement of responsibility should reflect concurrence between the faculty member and his or her immediate supervisor regarding the faculty member's responsibilities. If the

intent of this personal portfolio is to serve a dual purpose (i.e., self-evaluation of teaching and administrative evaluation of performance), then this statement of responsibility should encompass duties pertinent to both areas. The statement might cover such items as the number and type of courses taught (perhaps with a brief summary of course content), evaluation methods used (in general or relative to a specific course), the kind of student progress expected by the faculty member, participation in faculty governance, participation in college-sponsored programs and/or committees, writing of grant proposals, involvement in special initiatives (on site and/or off campus), responsibilities relative to the faculty member's specific technology or college component, participation in professional and/or student organizations, etc.

Lacking an agreement between the faculty member and his or her immediate supervisor as to the faculty member's responsibilities, the faculty member should include a brief

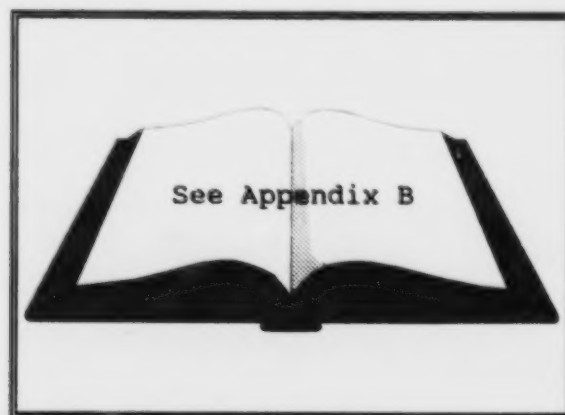
statement about assumptions concerning teaching and/or administrative responsibilities.

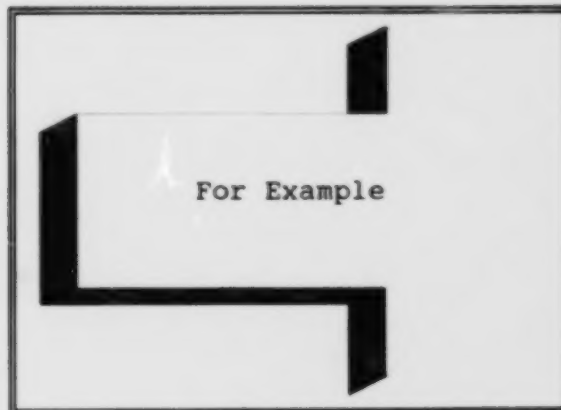
An appendix item should be included to substantiate the faculty member's statement of responsibilities. This appendix generally is a solicited statement from the immediate supervisor regarding the faculty member's contributions to the college (signed and dated).



Other appendix sections might include documentation to further substantiate the faculty member's statement of responsibilities (i.e., student evaluations, administrative

evaluations, peer evaluations, student statistical performance--overall and in advanced courses, graduate tracking, statements from current students or alumni, professional recognition/awards, conference attendance, etc.).





Statement of Responsibility (in brief)

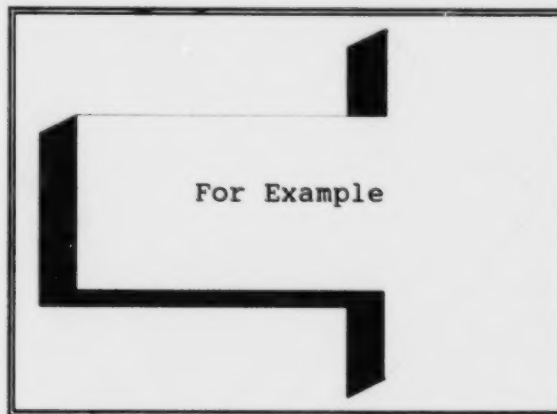
...I currently teach (course name, course number) in which the major focus is to (course purpose). There are usually () number of students with () backgrounds. ...My primary goals for this course are (list personal goals).





Brief Discussion of Highlighted Responsibilities

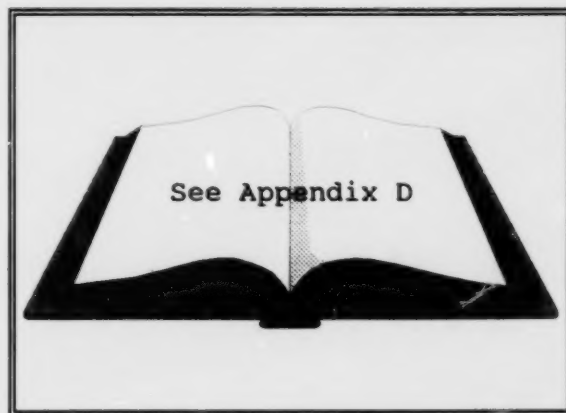
This multipart section should include a brief discussion of each noted responsibility from the faculty member's statement of responsibility and reference to supporting examples which will be included in an appendix. Some responsibilities may be discussed as a composite of similar items (i.e., committee assignments).



Discussion of Responsibilities

...I also offer a video tape of one section of (course name, course number) in which (guest speaker or self) is featured. (This video tape should be included in the faculty member's portfolio as an appendix item.) One camera is on the speaker and one is on the students to show the interaction during the presentation. I am submitting this document as validation of my teaching methodologies (list all methodologies that pertain) in (the above noted course). (The faculty member could elaborate to any degree depending upon the purpose of the video and the complexity of the noted course.)

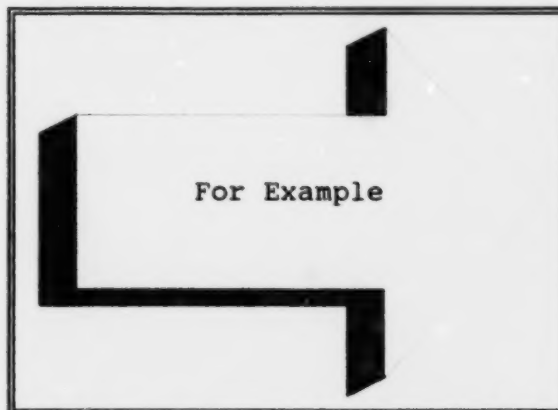
Other discussion sections may follow in which supporting documents could include examples of tests (original and student completed), quizzes, compositions, exercises, audio/visual materials, committee minutes, grant proposals, internal/external publications, affidavits from officers of professional organizations, outlines of on-site and/or off-campus presentations, etc.





Reflective Statement

The reflective statement is a summation argument illustrating the connection between the faculty member's teaching philosophy and the concrete examples or exhibits of performance. This argument could include a description of any effort to improve teaching or to define short- and long-term goals.



For Example

Reflective Statement

...In the teaching/learning process, my primary objective is to create an environment (provide abbreviated statements about methodologies used to facilitate the noted objectives). ...I arrange for this to occur through (list specific examples of student experiences).



Evaluation of the Portfolio

The faculty member's portfolio should be evaluated ''holistically''; the evaluation should not be a critical decomposition of the portfolio's parts. The approach is dependent upon ''professional judgment'' exercised in a systematic, disciplined manner. Therefore, a two-stage evaluation process is suggested. The first evaluation phase is performed by immediate peers of the specific faculty member (technology colleagues, supervisors, etc.). The second phase is performed by a ''caucus'' group of interdisciplinary members. Examples of suggested forms to be used in each phase follow.

Phase I

Faculty Portfolio Evaluation

(Peer Group)

Date: _____

We have reviewed the portfolio of _____
and have rated it as follows:

_____ Unacceptable *

Weak *

Adequate

Proficient

 Superb

The faculty member has the option to "correct any deficiencies in his or her portfolio before submitting it to the interdisciplinary group for evaluation.

*Note: The following should be completed only when the portfolio is found to be unacceptable or weak.

Peer Signatures:

--

Faculty Portfolio Evaluation
(Interdisciplinary Group)

Date: _____

We have reviewed the portfolio of _____
and have rated it as follows:

_____ Unacceptable *
_____ Weak *
_____ Adequate
_____ Proficient
_____ Superb

*Note: The following should be completed only when the portfolio
is found to be unacceptable or weak.
Comments:

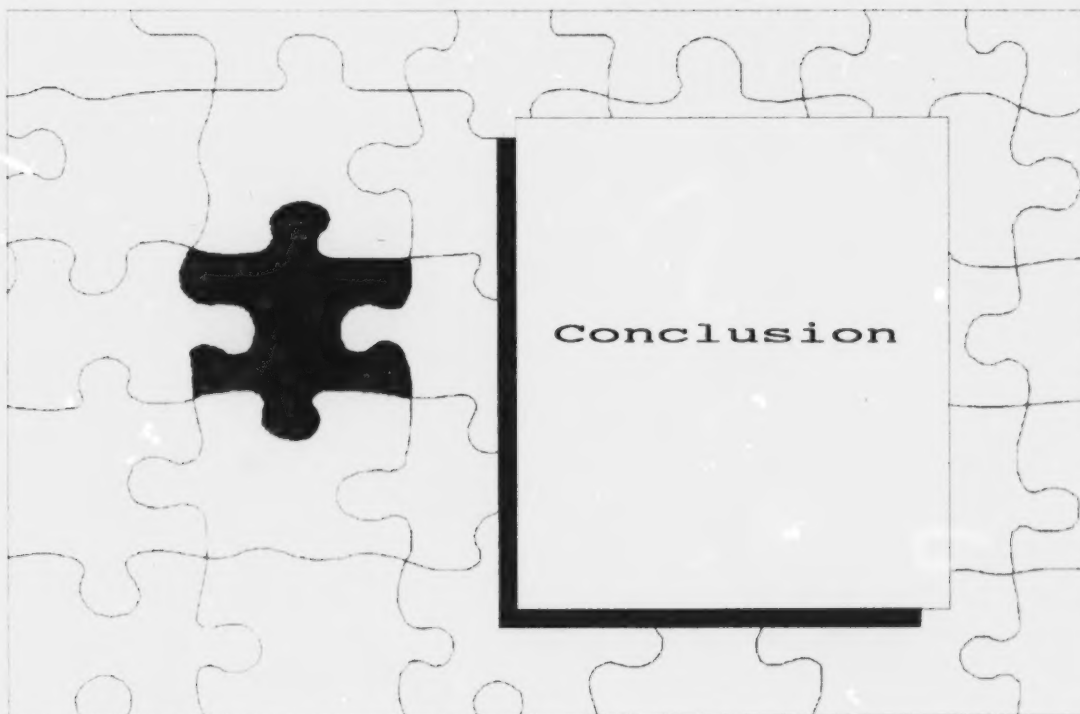
Interdisciplinary Signatures:

--

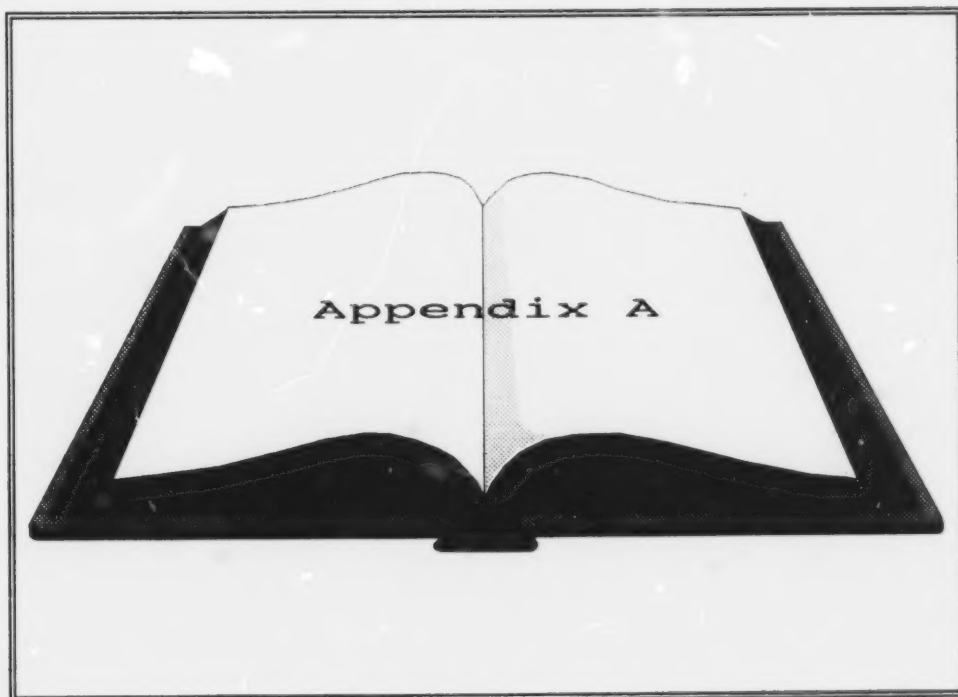
The conclusion of each phase of the evaluation process includes the following criteria:

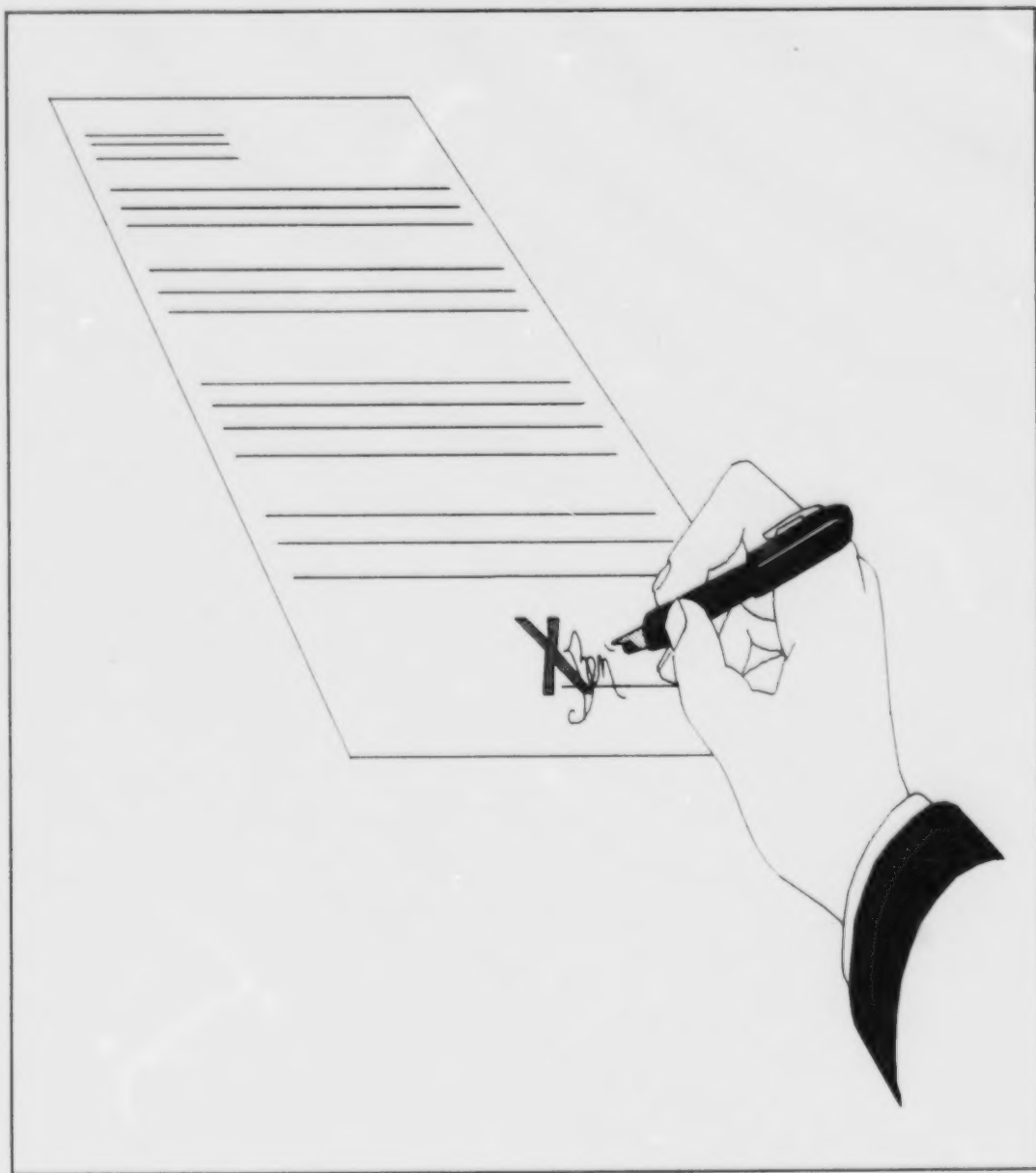
1. The faculty member's commitment to students and their learning.
2. The faculty member's knowledge of the particular subject matter and his or her ability to teach.
3. The faculty member's ability to manage and monitor student learning.
4. The faculty member's ability to refine and learn from practice.
5. The faculty member's participation in "learning communities."

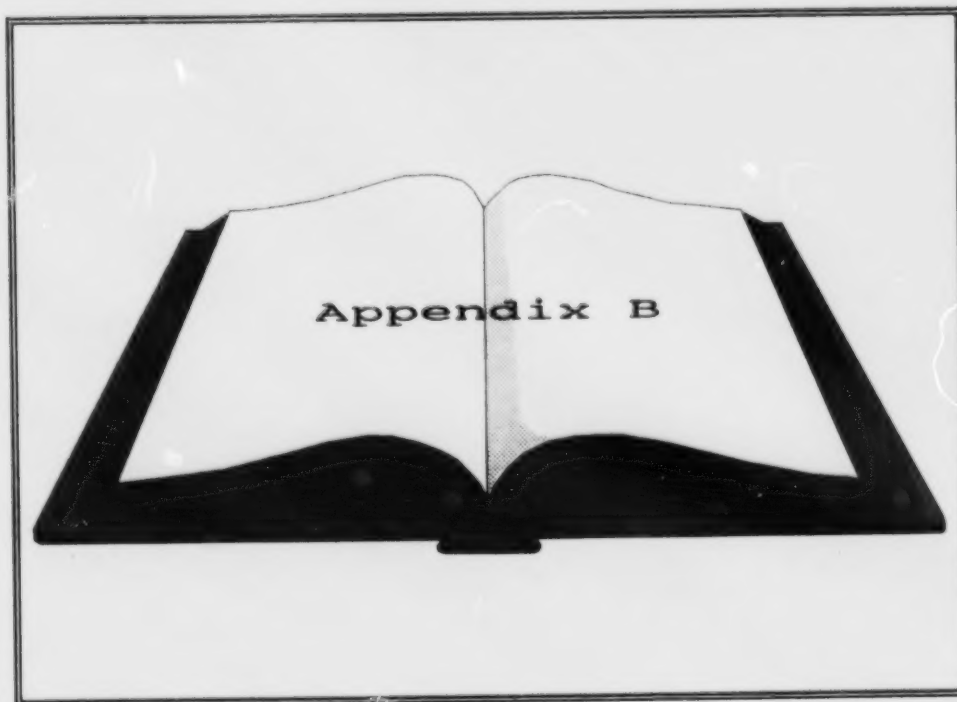
The outcome of the evaluation process should be measured on an open-ended, five-point scale (i.e., unacceptable, weak, adequate, proficient, superb).



In summary, portfolios can be incorporated into existing evaluation practices with virtually no disruption and can serve as a springboard to improve teaching performance. The portfolio is both a process and a result. There is no predetermined "right" length of the completed portfolio; therefore, each faculty member must determine the proper balance between "not enough" and "too much" material. The finished product should be individualized and comprehensive, yet selective. Hypotheses stated must be validated and supported by the inclusion of empirical evidence. The result of this process is that the institution's reward and/or evaluation system has a more positive effect on the improvement of teaching.









S t u d e n t
Evaluations

IMPORTANT

USE NO. 2 PENCIL ONLY

- MAKE DARK MARKS
- EXAMPLE: 1 2 3 4 5
- ERASE COMPLETELY TO CHANGE
- CODE ID NUMBER AT LEFT BY FILLING IN THE APPROPRIATE BOXES

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

NAME _____

SUBJECT _____

HOUR _____ DATE _____

SCANNING

1	1	2	3	4	5	6	7	8	9	10
2	1	2	3	4	5	6	7	8	9	10
3	1	2	3	4	5	6	7	8	9	10
4	1	2	3	4	5	6	7	8	9	10
5	1	2	3	4	5	6	7	8	9	10
6	1	2	3	4	5	6	7	8	9	10
7	1	2	3	4	5	6	7	8	9	10
8	1	2	3	4	5	6	7	8	9	10
9	1	2	3	4	5	6	7	8	9	10
10	1	2	3	4	5	6	7	8	9	10
11	1	2	3	4	5	6	7	8	9	10
12	1	2	3	4	5	6	7	8	9	10
13	1	2	3	4	5	6	7	8	9	10
14	1	2	3	4	5	6	7	8	9	10
15	1	2	3	4	5	6	7	8	9	10
16	1	2	3	4	5	6	7	8	9	10
17	1	2	3	4	5	6	7	8	9	10
18	1	2	3	4	5	6	7	8	9	10
19	1	2	3	4	5	6	7	8	9	10
20	1	2	3	4	5	6	7	8	9	10
21	1	2	3	4	5	6	7	8	9	10
22	1	2	3	4	5	6	7	8	9	10
23	1	2	3	4	5	6	7	8	9	10
24	1	2	3	4	5	6	7	8	9	10
25	1	2	3	4	5	6	7	8	9	10
26	1	2	3	4	5	6	7	8	9	10
27	1	2	3	4	5	6	7	8	9	10
28	1	2	3	4	5	6	7	8	9	10
29	1	2	3	4	5	6	7	8	9	10
30	1	2	3	4	5	6	7	8	9	10
31	1	2	3	4	5	6	7	8	9	10
32	1	2	3	4	5	6	7	8	9	10
33	1	2	3	4	5	6	7	8	9	10
34	1	2	3	4	5	6	7	8	9	10
35	1	2	3	4	5	6	7	8	9	10
36	1	2	3	4	5	6	7	8	9	10
37	1	2	3	4	5	6	7	8	9	10
38	1	2	3	4	5	6	7	8	9	10
39	1	2	3	4	5	6	7	8	9	10
40	1	2	3	4	5	6	7	8	9	10
41	1	2	3	4	5	6	7	8	9	10
42	1	2	3	4	5	6	7	8	9	10
43	1	2	3	4	5	6	7	8	9	10
44	1	2	3	4	5	6	7	8	9	10
45	1	2	3	4	5	6	7	8	9	10
46	1	2	3	4	5	6	7	8	9	10
47	1	2	3	4	5	6	7	8	9	10
48	1	2	3	4	5	6	7	8	9	10
49	1	2	3	4	5	6	7	8	9	10
50	1	2	3	4	5	6	7	8	9	10

1. The instructor appears to have a thorough knowledge of the course content
2. The instructor appears well-prepared for class.
3. The instructor met all scheduled classes and labs or provided alternatives
4. The instructor explained course objectives, requirements, and grading
5. The instructor used class time effectively to meet course objectives
6. Exams and graded assignments reflected material covered in the course
7. Class presentations were made in an understandable manner
8. The instructor encouraged students to see him/her if having difficulty
9. The instructor was fair and impartial in conducting the course.
10. The instructor motivated me to make an effort toward learning
11. The instructor provided regular feedback to student about progress.
12. The instructor was enthusiastic and seemed to enjoy teaching
13. I would take another course from this instructor if I could.

Please mark:
 (5) for "strongly agree"
 (4) for "agree"
 (3) for "neutral"
 (2) for "disagree"
 (1) for "strongly disagree"

Note: A 5 is the best evaluation you can give an instructor.

Comments:

SEI Course Number

Course/Instructor Evaluation

Date: _____

Course: CIS 112 Section: _____

Course Title: Programming II - BASIC

Directions: Following are four questions concerning your overall evaluation of this course. Please indicate (circle the appropriate rating scale) for each item how you would rate yourself, the course, or the instructor.

Course Objectives:

- A. Design, code, key, and debug simple to moderately difficult programs in VAX BASIC;
- B. Fully document any program assignment;
- C. Understand the concepts of one- and two-dimensional tables, and creating and processing a magnetic disk file;
- D. Program at a 70% level of accuracy on the quarter programming grade.

1. What is your overall impression of the quality of this course, given the course objectives (restated above from syllabus) and your expectations about the course?

<u>Rating Scale</u>	<u>Your Rating</u>
(1)	Outstanding
(2)	Good
(3)	Satisfactory
(4)	Poor
(5)	Uncertain

Suggestions for improvement (be specific):

(for yourself): _____

(for the course): _____

(for instructor): _____



Administrative
Evaluations



Community College

Faculty Administrative Evaluations

Name _____

Year _____

Comprehensive Faculty Evaluation

Evaluator's Comments

Faculty Comments

1. Course Preparation

Avg. _____

Prepares first-day handouts that are congruent with departmentally-determined content and master syllabus including:

- a. Outline of content a. _____
- b. Course objectives b. _____
- c. Evaluation methods c. _____
- d. Course expectations/student responsibilities d. _____

2. Classroom Management

Avg. _____

- a. Meets with classes regularly and punctually, or makes other arrangements for all scheduled class times. a. _____
- b. Maintains and reports adequate and accurate student records on time. b. _____
- c. Develops and follows appropriate safety rules in classrooms. c. _____
- d. Assists in maintaining an inventory of supplies and equipment. d. _____
- e. Maintains proper housekeeping in laboratories and classrooms. e. _____
- f. Administers "Student Evaluation of Instruction" forms according to policy. f. _____

3. Assessment of Students

Avg. _____

- a. Uses a variety of evaluation methods as appropriate. a. _____
- b. Analyzes test items. b. _____
- c. Uses criteria for grading that are known to students. c. _____
- d. Returns student work within a reasonable period of time. d. _____

ACADEMIC DIVISIONAL ADMINISTRATOR
EVALUATION FORM

Name of Divisional Administrator _____

Attached is the CSCC academic divisional administrator evaluation form. After you have completed the form, please send it to the VP/DASA. The results of Part I will be calculated and your comments on Part II will be typed and sent to your academic divisional administrator. Your original form will be destroyed.

PART I:

Directions: For each of the following items circle the number that represents your opinion of how your divisional administrator performs the activity represented.

4 = Excellent	2 = Satisfactory
3 = Good	1 = Needs Improvement
0 = No Opinion	

- | | | | | | |
|--|---|---|---|---|---|
| 1) Works cooperatively with faculty to get things done. | 4 | 3 | 2 | 1 | 0 |
| 2) Promotes excellence in teaching. | 4 | 3 | 2 | 1 | 0 |
| 3) Stresses the importance of caring for students and attending to their needs. | 4 | 3 | 2 | 1 | 0 |
| 4) Handles stress in a reasonable manner. | 4 | 3 | 2 | 1 | 0 |
| 5) Justly distributes available resources after consulting the faculty. | 4 | 3 | 2 | 1 | 0 |
| 6) Praises faculty accomplishments and informs faculty of areas needing improvement. | 4 | 3 | 2 | 1 | 0 |
| 7) Holds a sufficient number of meetings to manage the division. | 4 | 3 | 2 | 1 | 0 |
| 8) Division meetings are productive. | 4 | 3 | 2 | 1 | 0 |
| 9) Works well with the faculty in recruiting and retaining good faculty. | 4 | 3 | 2 | 1 | 0 |

MANAGEMENT AND PROFESSIONAL EMPLOYEE EVALUATION

Name: _____

Information:

All employees of the college are evaluated periodically. The management and professional evaluation process is one whereby the employee provides information to his/her supervisor who considers this input in preparing the summary evaluation. This is then shared with the employee. An important element in the process is the setting of goals and objectives for the following year which provides a basis for the next evaluation.

SECTION I (to be completed by employee)

- A. In the space below list specific major activities since the last evaluation that relate directly to your job description.
- B. In the space below list specific accomplishments that were *in addition* to your basic job responsibilities or were an *improvement* in the way your basic job responsibilities were discharged.



P e e r
Evaluations

Peer Evaluation Background

Definition (peer): colleague who has expertise in the discipline of the faculty member.

Colleagues are generally good resources to assess a faculty member's course materials, student achievement, and contributions relative to the faculty member's specific technology or college component. However, colleagues are generally not good resources to judge teaching through classroom observation. The disadvantages of colleague classroom visitations are that there may be an adverse effect on collegiality, there may be an overburden to faculty members in terms of time and effort, and there may be problems related to sampling and observer unreliability. If observation is done at all, the selection of those who will participate as observers should be mutually determined within the academic division or college component.



S t u d e n t
P e r f o r m a n c e

STUDENT PERFORMANCE

INTRODUCTION TO WORD PROCESSING

FALL 1991

	TEST 1	TEST 2	TEST 3
A	33%	50%	42%
B	33%	25%	9%
C	6%	9%	17%
D	14%	8%	16%
F	14%	8%	16%

QUARTER FINAL GRADE TOTALS:

A	6
B	3
C	1
D	3
F	2

SPRING 1992

	TEST 1	TEST 2	TEST 3
A	46%	60%	19%
B	27%	20%	19%
C	23%	16%	43%
D	4%	4%	9%
F	-	-	10%

QUARTER FINAL GRADE TOTALS:

A	7
B	9
C	8
D	4
F	2

FALL 1992

	TEST 1	TEST 2	TEST 3
A	45%	30%	11%
B	25%	40%	5%
C	25%	-	37%
D	5%	10%	21%
F	-	20%	26%

QUARTER FINAL GRADE TOTALS:

A	2
B	7
C	5
D	4
F	4

FALL 1992--TOTALS OF EACH GRADE GIVEN IN ALL CLASSES:

A	14
B	27
C	22
D	8
F	7

WINTER 1993--TOTALS OF EACH GRADE GIVEN IN ALL CLASSES:

A	9
B	19
C	29
D	13
F	11



Graduate
Tracking

INTRODUCTION

This report was developed as a result of a graduate survey in which approximately eight-one (81) percent of the graduates responded, a total of two hundred sixty-five (265) graduates.

Of the two hundred sixty-five (265) graduates who responded, seventy-one (71) percent were female and twenty-nine (29) percent were male. While twenty (20) minority students graduated, eighteen of these minority students participated in the survey (90 %). Thirteen (13) are employed, three are continuing their education and two (2) are unemployed.

For the past two years, the job market has been weak for Clark State graduates as well as for other job seekers across the United States. We, therefore, continued to see a decrease in our overall placement statistics. Jobs have been scarce, and competition has been brisk. New graduates found themselves competing not only with each other, but with a large number of job seekers who have years of experience in their fields. Considering the economic times though, Clark State students fared well.

None of the graduates participating in the survey relocated to other states, while sixty-seven (67) percent found employment in Clark County, eight (8) percent in Champaign County, three (3) percent in Logan County, five (5) percent in Greene County, one (1) percent in Montgomery County, two (2) percent in Franklin County and nine (9) percent found employment elsewhere in Ohio.

The spreadsheet is a detailed description of the 1992 graduates by technology.

The graphs represent graduate placements by division over the past five (5) years.

The list of companies is a sampling of the employers who have hired Clark State graduates. Salary ranges are based on full-time entry level employment in a graduates' related technology.

When asked on the graduate survey, "How would you rate the training and education you received at CSCC?", 35% rated it very good, 28% rated it good, 9% rated it average, and 1% rated it poor or very poor.

STAFF:

Mary Patton, Acting Director
Sonya Greene, Secretary
Irma Spriggs, OBES Specialist

A special thanks to Steve Button and Laurie Cline for developing the graph and spreadsheet



S t u d e n t
S t a t e m e n t (s)
[C u r r e n t]

Comments:

1. (FY) must become more focused

I just need to have more confidence in myself
need to work harder

concentrate on what is being taught; not pass learning
ask more pertinent questions

how to get group members to meet-and understand specs of
exercise

Good. Didn't think I had any chance of passing but now
I feel I've learned a lot

change majors

Think more on the solution to a problem

Learn how to take better notes

understanding the instructor's wording of questions

(FC) possibly help in designating groups for projects

none

I feel the course should be taken before Pascal
enjoyable

hand out examples

Good. Expected to be very difficult but it was taught for
me to understand

go more in depth on the logic tool structure chart
better book

(FI) enjoyable instructor

I think you do a fine job

spend more time on structure charts

seemed to take class time for other subjects (other
classes)

give more detailed instructions in class



S t u d e n t
Statement(s)
[Alumni]

COLLINS REPORTING SERVICE, INC.
REGISTERED PROFESSIONAL REPORTERS

April 5, 1990

Mrs. D. Kay Frazier
CLARK STATE COMMUNITY COLLEGE
East Leffel Lane
High and Limestone Streets
Post Office Box 570
Springfield, OH 45501

Dear Mrs. Frazier:

I received your letter dated March 20, 1990 in regard to the Program Excellence competition.

I have enclosed business cards, my curriculum vitae, a couple flyers from seminars I participated in, and an article that appeared in a local business publication (the print is so poor, it will probably be useless).

Now whether any of this is of interest is up to you!

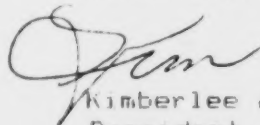
I'm so happy for you and proud to say I went to Clark State. There is no doubt your dedication and commitment to the court reporting program has paid off for the students who have graduated from Clark. I know when I began working 13 years ago that I was many steps ahead of my fellow graduates from other schools with the knowledge I had of the court reporting profession.

You set a standard of perfection that has been with me since becoming a working reporter, and I have worked hard to instill that standard in the reporters in my firm.

I appreciate what you have done to keep Clark State's program progressive and well respected by the court reporting community.

Good luck with the competition. We graduates have something of which we can be "justifiably proud"!

Sincerely,



Kimberlee A. Collins, RPR-CM
President

KAC/jel



Recognition/
Award
Examples

July 13, 1992

Ms. Kay Frazier
4227 Cedar Hills Avenue
Springfield, OH 45504

Dear Kay:

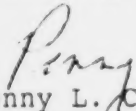
Congratulations--you have achieved the status of a Certified Reporting Instructor (CRI)! A certificate of achievement has been ordered for you, and it will be mailed to you as soon as we receive it from the printer.

Enclosed you will find the assignments you completed following the Orientation, including an evaluation form for each session which was completed by the faculty member who graded your project.

As you know, in order to maintain your CRI status, you will need to keep your NCRA membership current, and you will be required to earn 30 CE credits by **June 30, 1995**. You are expected to earn 9 credits in General Education, 9 credits in Court Reporting, and 9 credits in Professional Education. You are also required to take one 3-credit course as an elective. It can be from any of the tracks listed above, or it can be from attending seminars given by other relevant organizations, such as the National Business Education Association. An information sheet outlining the requirements for maintaining your CRI status is enclosed for your perusal. Continuing education sessions will continue to be offered at every NCRA Convention, Midyear Seminar, and Teachers Workshop. We will keep you abreast of upcoming educational events. Should you have any questions, please let me know.

Thank you for your interest in the CRI program. We hope to see you in Chicago, July 30 - August 1 or in Philadelphia, October 2-4 at the BASE Teachers Workshop.

Sincerely,


Penny L. Compher
Assistant Director of
Professional Development

Enclosures

Award for

Professional Excellence

presented by
Clark State Community College
Springfield, Ohio to

Jane Doe

this sixteenth day of February 1993



Community College

Vice President/Dean of Academic Affairs

Chairman of the Board of Trustees

President



Conference
Attendance
Examples

1988
Gregg Methods Conference
Certificate of Participation

This certifies that

has participated in the Gregg Methods Conference
held July 10-15, 1988
Whitewater, Wisconsin



Kenneth J. Filbin



Kenneth J. Filbin
Director of Marketing
Gregg/McGraw-Hill Book Company

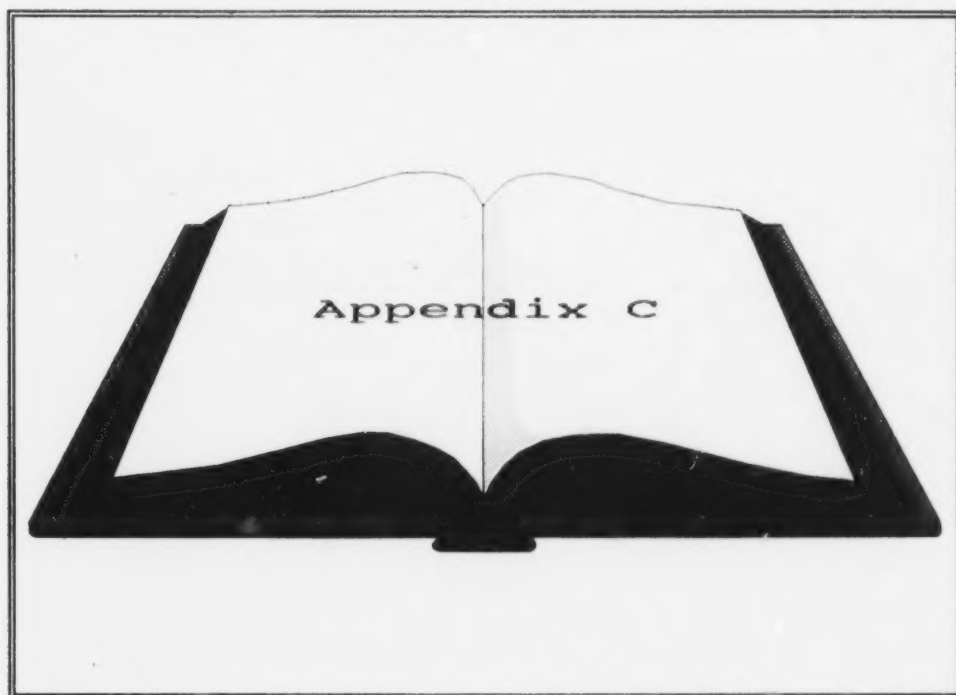
52

J. Domitrz



Dr. Joseph Domitrz
Dean, College Of Business & Economics
University Of Wisconsin -
Whitewater

53



COURSE NAME
SYLLABUS

QUARTER

INSTRUCTOR:

OFFICE HOURS:

PHONE:

COURSE NUMBER:

CREDIT HOURS:

PREREQUISITE(S):

COREQUISITE(S):

TEXT(S):

COURSE DESCRIPTION:

COURSE OBJECTIVES:

COURSE OUTLINE:

EVALUATION AND GRADING:

TESTS:

QUIZZES:

ASSIGNMENTS:

WITHDRAWAL POLICY:

ATTENDANCE POLICY:

CHILDREN ON CAMPUS POLICY:

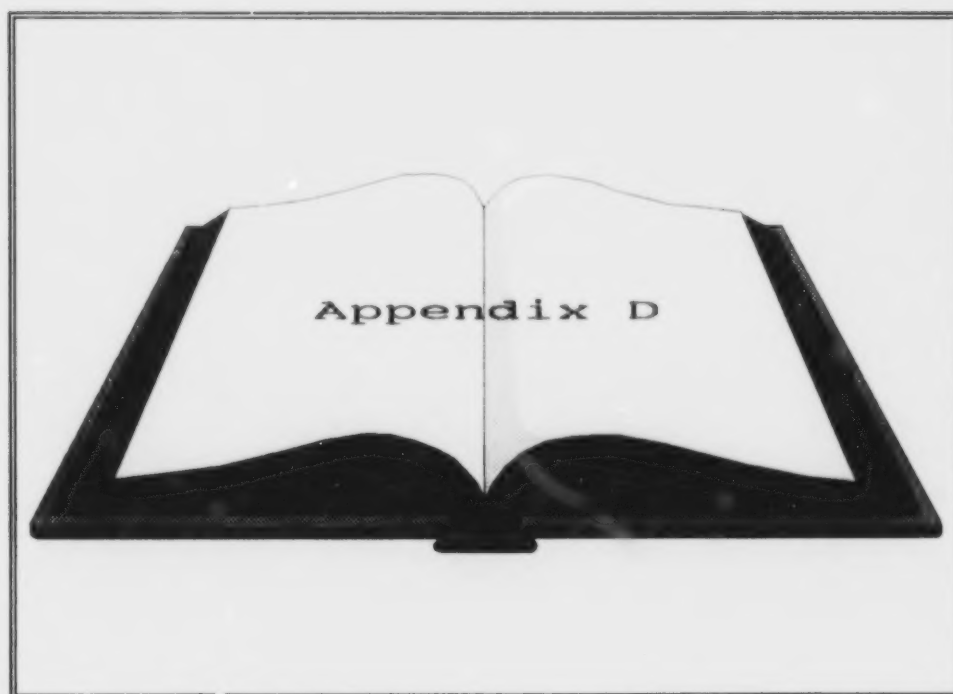
SYLLABUS CHANGE(S) POLICY:

EXTRA CREDIT ASSIGNMENTS:

TUTORING SERVICE:

OTHER CSCC POLICIES AND PROCEDURES:

TENTATIVE SCHEDULE:





Test Examples

Data Structures

Test #2 (Chapters 2, 3, & 4)

Name: _____

True/False: Circle either True or False for each of the following statements.

1. Program verification is identical to testing.

True / False

2. It is usually easier to locate a program defect by looking at the code vs. the design.

True / False

3. In the Pascal programming language, the semicolon is defined as a terminator.

True / False

4. It is unwise to reuse software that has already been developed and tested to build new programs. The new program should have its own code.

True / False

5. The best way to do program testing is to build the whole program, test the whole thing, and then debug any faulty modules.

True / False

6. A test plan should include the expected outputs of a program or module.

True / False

7. Top-down testing is always preferable to bottom-up.

True / False

8. Every software product should be tested at a level suitable for the customer's requirements.

True / False

9. Validation is solving the right problem.

True / False



Quiz Examples

ADMINISTRATIVE OFFICE MANAGEMENT
QUIZ
CHAPTER 6

TRUE/FALSE

1. Fringe benefits amount to 37 cents of every payroll dollar.
2. Job Service charges a fee to the applicant for its services.
3. Private employment agencies charge a fee for their services.
4. When using a temporary office help service, the employer commonly pays a flat fee to the service.
5. If a temporary worker doesn't work out, it is usually very difficult to have the worker released and replaced.
6. A benefit of employee leasing is that a small firm is better able to compete with a large company in providing high-quality benefits.
7. A personnel requisition form is usually prepared by the department head and specifies the number of persons required and the kind of work to be done.
8. Information about an applicant's sex can never be requested even if it is relevant to the job.
9. The indirect interview is generally completed very quickly.
10. The Privacy Act regulates the collection and use of personal data by the government.
11. Intelligence tests are designed to measure mental and reasoning ability.
12. Tests must be both valid and reliable.
13. An effective orientation technique is the sponsor system in which the supervisor or department head takes the new employee under his wing.
14. The Equal Employment Opportunity Commission was created to enforce the Civil Rights Act.

BEST COPY AVAILABLE

15. The patterned interview requires each interviewer to ask specific key questions listed on a standard printed form.

BEST COPY AVAILABLE



Composition
Examples

An excerpt from:

EXPRESS PUBLISHER
For Deskmate

Version 1.0



Exercise
Examples

In-Class Assignment

The purpose of this exercise is to examine the relative storage requirements of array-based and linked implementations. Each student is instructed to determine the amount of storage space required for various stacks. For each stack description, graph the storage requirements of both implementations, as the number of elements in the stack ranges from 9 to the maximum stack size. (The graphs should look similar to the ones on page 270 in your text.)

Use the following assumptions: Integers(array indexes) require 2 bytes, pointers require 4 bytes. The stacks are described as follows:

Stack1:

Contains a maximum of 200 80-byte strings.

Stack2:

Contains a maximum of 200 2-byte integers.

Stack3:

Contains a maximum of 200 12-byte records.

Based on the results of your graphs, you should be able to determine some guidelines for when one of the stack implementations might be preferable to the other, assuming that use of memory space is a strong factor in making the decision.



Audio/Visual
Materials
Examples

Set of Instructions

Planning

Consider the Audience

- **Knowledge level**
 - Beginner--provide all necessary data to impart knowledge**
 - Intermediate--provide data to engage knowledge**
- **Constraints**
 - Emotional--to offset anxiety include tips**
 - Physical--include necessary equipment, safety concerns**



Committee
Minutes
Examples

COURSE SCHEDULING ISSUES COMMITTEE
MINUTES
NOVEMBER 19, 1992
2 P.M.-2:30 P.M.

Present: Sandy Brown, Mary Pirozok, and Becky Wiggenhorn

Absent: Dalton Dean and Tom White

The minutes of the October 15, 1992, meeting were approved as written.

The committee reviewed the results of the survey that was sent to all faculty. Sandy Brown had compiled and summarized all of the responses. The committee concurred that the results were very clear and that they speak for themselves in terms of faculty preferences concerning course scheduling.

The committee, agreeing that its task has been completed, will forward the survey results to Pat Skinner for her use in perhaps formulating a policy regarding course scheduling.

Respectfully,

Becky Wiggenhorn

cc Pat Skinner



Grant Proposal
Examples

**CLARK STATE COMMUNITY COLLEGE
PERSONNEL DEVELOPMENT PROGRAM
GRANT PROPOSAL APPLICATION**

The grant proposal process under the Personnel Development Program is designed to provide assistance to faculty and staff who want to investigate and/or design new methods of teaching, enhance the learning process for students, and enhance institutional procedures that will result in more effective and efficient operation of the College. The limit for a grant is \$750.00. This program is not available for conference or travel expenses, unless it is integral to the grant program.

Employee Name Elaine Shillito and Rebecca Wiggernhorn Date: 10/21/92

Department/Division/Office Business Division

Proposal Statement (what do you want to do):

We would like to develop a procedure manual for the develop-
ment of instructional and noninstructional faculty portfolios.

Proposal Procedures (how will it be accomplished, including timeframes, etc.):

We anticipate that the following tentative process would be
utilized:

Analysis/research--November 1992 through January 1993

Design--February 1993 through March 1993

Development--March 1993 through May 1993

Evaluation Procedures (how the activity will be evaluated for success):

Initially, we will recommend that the procedure be added to
the faculty handbook and incorporated into existing promotion
and/or performance evaluation procedures. Finally, we will
administer an evaluation questionnaire approximately two years
after implementation.

(Use an additional sheet, if necessary)

10/92



Internal
Publications
Examples

*Special
friends,
successful
futures!*



**Faculty Mentoring
Handbook**



External
Publications
Examples

NOTICE
This material may be
protected by copyright
law (Title 17 U.S. Code)

How Do I Lecture Thee?

John P. Murray and Judy I. Murray

Although it is the object of vile denouncements when faculty members discuss teaching techniques, the lecture remains the most common mode of instruction in higher education. The resilience of the lecture may have little to do with its educational soundness and more to do with the perceived ease of preparation and/or faculty members' unfamiliarity with alternatives. Nonetheless, lecturing can be a vibrant teaching method, if you are well prepared. We would like to describe a systematic approach to lecture preparation that we have found useful.

Anticipation

If you have taught the same course a few times, anticipation need not take much time. Yet, most of us could benefit from at least a cursory review of study and definition issues.

Survey. During an informal survey, we consider curricula, course goals, pedagogy, learning styles, and students' level of preparation (their intellectual preparedness, their maturity, and level of anxiety). Often overlooked are seemingly trivial issues, such as the time of day that the class is offered or movable versus non-movable furni-

ture, which can drastically affect pedagogical presentation. For example, both of us like to break up lectures with small group work, and we need to know whether we will be assigned a room with movable desks.

Study. Prior to each course, we consider what knowledge of theorems, concepts, and vocabulary the students can be expected to bring to a particular class. Also, because survey plans are made in advance, we may often need to adjust daily plans. Current events can suggest changes. For example, in the days following the beginning of Desert Storm, our students underwent profound emotional swings and were not emotionally ready to discuss Spinoza's philosophy. We have found that lecturing on a difficult topic on a Friday might best be done earlier in the week to allow for better continuity.

Definition. Defining outcomes for a class period is the final step. Although this depends upon your discipline and the role your course plays in the curriculum, you should ask yourself: "What should my students know as a result of this lecture? What beliefs should they be able to question or defend?"

Preparation

The second step, preparation, incorporates decisions involving selection, acquisition, design, and construction. Before proceeding, a caution is in order: a well-delivered lecture rarely replicates the prepared lecture. If we

attempt verbatim delivery, we are not taking advantage of lecturing's greatest strength—the opportunity to interact with a live audience. One anonymous professor compared teaching to a

performance, and that doesn't mean theatrical performance; it's a recitation . . . all recitations are different from one another; . . . dialectical events where there is dialogue between the reciter and the audience. The audience is as important to the performer as the reciter of the performance. (Humphreys and Pollio 1990, 1)

Selection. The first step is selecting what and how to teach. For most of us, deciding what *not* to teach is difficult, yet we know that the more we teach, the less students learn (Cashin 1990; McKeachie 1986). Although authorities disagree on the number of points to include in a lecture, the range goes from three (Eble 1979, 46) to nine (Cashin 1990, 61). Therefore, preparation "demands an intelligent, imaginative, and ruthless power of selection" (Eble 1976, 47).

When selecting, consider the broader aspects of your discipline and avoid unnecessary details. Stress the principles and processes that relate to the student's other learning. One anonymous professor quoted by Humphreys and Pollio (1990) put it rather well. "Process and methods . . . are important and . . . not what color was God's underpants." Also, avoid the feeling that you must fill every minute with profound, new material. Consider allow-

John P. Murray is a professor of philosophy, and Judy I. Murray is an associate professor of computer science and mathematics at Clark State Community College in Springfield, Ohio.



Affidavit
Examples



NATIONAL SHORTHAND REPORTERS ASSOCIATION

118 Park Street, S.E. Vienna, Virginia 22180-4689 703/281-4677

May 18, 1988

Ms. Kay Frazier
Clark Technical College
P.O. Box 570
Springfield, OH 45501

Dear Kay:

Thank you so much for your participation in the recent School Administrators Workshop! Based on the enclosed summary of evaluation comments we collated from the forms returned by the administrators in attendance, your contribution at the workshop was well received. Please accept the enclosed honorarium with our thanks. Please know, too, your willingness to serve and improve the reporting profession is much appreciated.

Sincerely,

Karen S. Jacoby
Director of Professional
Development

KSJ/plc

Enclosures



Outline
Examples

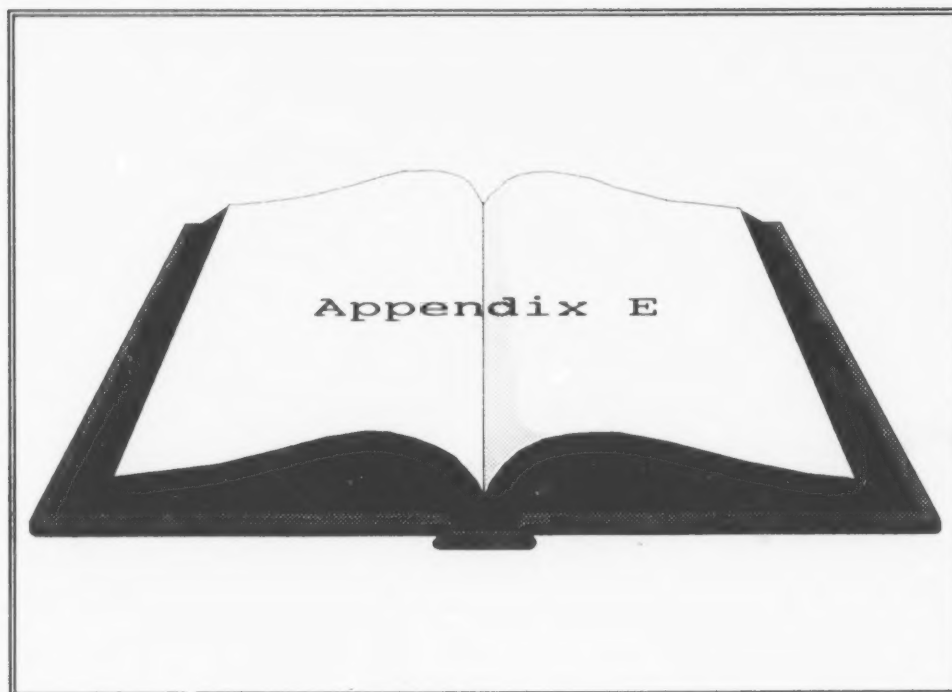
MERCY MEDICAL CENTER
Outline for
"Effective Business Writing"

FIRST SESSION (1-2 P.M.)

- I. Importance of effective communications
 - A. To the organization
 - B. To the individual employee
- II. Goals of communication
 - A. Getting the message across
 - B. Maintaining goodwill of reader
 - C. Answering in timely manner
- III. Review of punctuation principles
 - A. Commas
 - B. Possessives
 - C. Numbers
 - D. Hyphens
 - E. Dashes
- IV. Common usage errors

SECOND SESSION (2-3 P.M.)

- V. Direct approach for routine messages and for "good news" messages
 - A. Main point first
 - B. Details or explanation
 - C. Pleasant, forward-looking closing
- VI. Indirect approach for unpleasant messages or for persuasive messages
 - A. Neutral opening
 - B. Details or explanation (convincing evidence)
 - C. Main point
 - D. Alternatives, if possible
 - E. Pleasant, forward-looking closing
- VII. Some problem areas
 - A. Active vs. passive voice
 - B. Redundancy
 - C. Trite expressions
 - D. Positive vs. negative wording
 - E. "You" approach vs. "we" approach
 - F. Parallel construction for consistency





Blank Forms

Faculty Portfolio Evaluation
(Peer Group)

Date: _____

We have reviewed the portfolio of _____
and have rated it as follows:

_____ Unacceptable *
_____ Weak *
_____ Adequate
_____ Proficient
_____ Superb

The faculty member has the option to "correct any deficiencies in his or her portfolio before submitting it to the interdisciplinary group for evaluation.

*Note: The following should be completed only when the portfolio is found to be unacceptable or weak.
Comments:

Peer Signatures:

--

Faculty Portfolio Evaluation
(Interdisciplinary Group)

Date: _____

We have reviewed the portfolio of _____
and have rated it as follows:

_____ Unacceptable *
_____ Weak *
_____ Adequate
_____ Proficient
_____ Superb

*Note: The following should be completed only when the portfolio
is found to be unacceptable or weak.
Comments:

Interdisciplinary Signatures:

--

Course/Instructor Evaluation

Date: _____

Course: CIS 112 Section: _____

Course Title: Programming II - BASIC

Directions: Following are four questions concerning your overall evaluation of this course. Please indicate (circle the appropriate rating scale) for each item how you would rate yourself, the course, or the instructor.

Course Objectives:

- A. Design, code, key, and debug simple to moderately difficult programs in VAX BASIC;
- B. Fully document any program assignment;
- C. Understand the concepts of one- and two-dimensional tables, and creating and processing a magnetic disk file;
- D. Program at a 70% level of accuracy on the quarter programming grade.

1. What is your overall impression of the quality of this course, given the course objectives (restated above from syllabus) and your expectations about the course?

<u>Rating Scale</u>	<u>Your Rating</u>
(1)	Outstanding
(2)	Good
(3)	Satisfactory
(4)	Poor
(5)	Uncertain

Suggestions for improvement (be specific):

(for yourself): _____

(for the course): _____

(for instructor): _____

2. How would you compare the overall quality of this course with that of other courses of a similar nature at this college?

Rating Scale

(1)
(2)
(3)
(4)
(5)

Your Rating

One of the very best (upper 10%)
Above average (upper 10% - 30%)
Average (40% to 60%)
Below average (lowest 40%)
Uncertain

Suggestions for improvement (be specific):

(for yourself): _____

(for the course): _____

(for instructor): _____

3. Compared with other courses of a similar nature at this college, how would you rate the overall level of difficulty in this course?

Rating Scale

(1)
(2)
(3)
(4)
(5)
(6)

Your Rating

Very difficult
Somewhat difficult
Average
Somewhat easy
Very easy
Uncertain

Suggestions for improvement (be specific):

(for yourself): _____

(for the course): _____

(for instructor): _____

4. In comparison with other courses of a similar nature that are offered at this college, how would you rate the level of learning in this course?

Rating Scale

(1)

(2)

(3)

(4)

(5)

(6)

Your Rating

A great deal more was learned than usual

More was learned than usual

The usual amount was learned

Less was learned than usual

Considerably less was learned than usual

Uncertain

Suggestions for improvement (be specific):

(for yourself): _____

(for the course): _____

(for instructor): _____

Other comments:

Faculty Administrative Evaluations

Name _____

Year _____

Comprehensive Faculty Evaluation

Evaluator's Comments

Faculty Comments

1. Course Preparation

Avg. _____

Prepares first-day handouts that are congruent with departmentally-determined content and master syllabus including:

- a. Outline of content a. _____
- b. Course objectives b. _____
- c. Evaluation methods c. _____
- d. Course expectations/student responsibilities d. _____

2. Classroom Management

Avg. _____

- a. Meets with classes regularly and punctually, or makes other arrangements for all scheduled class times. a. _____
- b. Maintains and reports adequate and accurate student records on time. b. _____
- c. Develops and follows appropriate safety rules in classrooms. c. _____
- d. Assists in maintaining an inventory of supplies and equipment. d. _____
- e. Maintains proper housekeeping in laboratories and classrooms. e. _____
- f. Administers "Student Evaluation of Instruction" forms according to policy. f. _____

3. Assessment of Students

Avg. _____

- a. Uses a variety of evaluation methods as appropriate. a. _____
- b. Analyzes test items. b. _____
- c. Uses criteria for grading that are known to students. c. _____
- d. Returns student work within a reasonable period of time. d. _____

		Evaluator's Comments	Faculty Comments
4. Interaction With Students Avg. ____ a. Is accessible to students outside of scheduled class hours. a. ____ b. Treats all students impartially regardless of race, sex, creed, or academic major. b. ____			
5. Curriculum Management Avg. ____ a. Serves as course coordinator for assigned courses. a. ____ b. Helps to keep curricula, master syllabi, course material, and textbooks current and relevant in all courses taught. b. ____ c. Provides input into the development of new programs and curricula for the future. c. ____ d. Works with the advisory committee to keep curriculum up-to-date. d. ____			
6. Professional/Personal Dev. Avg. ____ a. Identifies own needs and seeks appropriate resources to meet goals for self-improvement. a. ____			
7. Institutional Responsibilities Avg. ____ a. Participates on committees. a. ____ b. Attends and participates in: (1) Divisional meetings b. ____ (2) College meetings c. Advises students c. ____ d. Functions within the organizational structures and policies of CSCC. d. ____ e. Participates in the implementation of college improvements. e. ____ f. Works with others to accomplish goals of program/college. f. ____ g. Assists with accreditation processes. g. ____ h. Accepts additional responsibilities of a reasonable nature. h. ____			

Additional Evaluator Comments:

Additional Faculty Comments:

-
- | | | | |
|------------------------------|-------|--------------------------------------|-------|
| 1. Course Preparation | _____ | 5. Curriculum Management | _____ |
| 2. Classroom Management | _____ | 6. Professional/Personal Development | _____ |
| 3. Assessment of Students | _____ | 7. Institutional Responsibilities | _____ |
| 4. Interaction With Students | _____ | | |
-

Evaluator (signature) _____ Date _____

Faculty (signature) _____ Date _____

VP/DAA (signature) _____ Date _____

Keys: Performance Rating:

- | | |
|-----------------------------------|--|
| 5 = Outstanding | Employee's performance exemplary; exceeds objectives, goals, and expectations. When this category is used there must be written support with specific comments and examples. |
| 4 = Exceeds Expectations | Employee's performance consistently exceeds required performance, goals, and expectations for the job. |
| 3 = Meets Expectations | Employee's performance fully meets objectives, goals, and expectations for successful performance on the job. |
| 2 = Marginally Meets Expectations | Employee's performance does not yet consistently meet expectations and shows need for improvement. |
| 1 = Unsatisfactory | Employee's performance fails to meet expectations and consistently falls below the standards for the job. When this category is used there must be written support and specific comments on how performance can be improved. |

NA = Not Observed or Not Applicable

ACADEMIC DIVISIONAL ADMINISTRATOR
EVALUATION FORM

Name of Divisional Administrator _____

Attached is the CSCC academic divisional administrator evaluation form. After you have completed the form, please send it to the VP/DASA. The results of Part I will be calculated and your comments on Part II will be typed and sent to your academic divisional administrator. Your original form will be destroyed.

PART I:

Directions: For each of the following items circle the number that represents your opinion of how your divisional administrator performs the activity represented.

4 = Excellent	2 = Satisfactory
3 = Good	1 = Needs Improvement
0 = No Opinion	

- | | |
|--|-----------|
| 1) Works cooperatively with faculty to get things done. | 4 3 2 1 0 |
| 2) Promotes excellence in teaching. | 4 3 2 1 0 |
| 3) Stresses the importance of caring for students and attending to their needs. | 4 3 2 1 0 |
| 4) Handles stress in a reasonable manner. | 4 3 2 1 0 |
| 5) Justly distributes available resources after consulting the faculty. | 4 3 2 1 0 |
| 6) Praises faculty accomplishments and informs faculty of areas needing improvement. | 4 3 2 1 0 |
| 7) Holds a sufficient number of meetings to manage the division. | 4 3 2 1 0 |
| 8) Division meetings are productive. | 4 3 2 1 0 |
| 9) Works well with the faculty in recruiting and retaining good faculty. | 4 3 2 1 0 |

10)	Solicits and considers the opinions of departmental members.	4	3	2	1	0
11)	Maintains credibility within the college community.	4	3	2	1	0
12)	Is an effective leader.	4	3	2	1	0
13)	Represents the division's needs to the administration.	4	3	2	1	0
14)	Maintains mutual respect and trust with member of the division.	4	3	2	1	0
15)	Involves the division in planning and goal setting.	4	3	2	1	0
16)	Involves faculty in decision-making.	4	3	2	1	0
17)	Works with faculty to develop a class schedule.	4	3	2	1	0
18)	Is an effective problem solver.	4	3	3	1	0

PART II:

Directions: For the following items, please write your comments (Please be specific). The entire form is to be sent directly to the VP/DASA. To insure anonymity, your comments will be typed and forwarded to your chairperson. Your form will be destroyed after your comments are transcribed.

1) What are the strengths of the divisional administrator?

2) How could the divisional administrator improve?

file name: eval.frm
REVISED 3-29-93

93

C. In the space below comment on your progress in meeting the goals and objectives as agreed to in your last evaluation.

D. In the space below suggest concrete goals and objectives for the upcoming year. Goals and objectives listed should be attainable within the next year.

E. Employee signature_____

Date completed and forwarded_____

(Employee should retain a copy and forward original to the supervisor.)

SECTION II (to be completed by supervisor)

- A. Based upon the information provided by the employee, evaluate the employee on each of the following using a standard scale of:

5	Superior in most all respects
4	Above expectations
3	Meets expectations
2	Below expectations, improvement needed
1	Significant improvement required

- | | | |
|----|------------------------------|-------|
| 1. | Planning | _____ |
| 2. | Administrative abilities | _____ |
| 3. | Communication Skills | _____ |
| 4. | Fiscal responsibility | _____ |
| 5. | Creativity | _____ |
| 6. | Personal development | _____ |
| 7. | Meeting goals and objectives | _____ |

- B. In the space below provide specific commentary as to the basis for any of the above evaluations that were rated as a "1" or a "2."

- C. In the space below suggest concrete goals and objectives for the employee that should be attainable within the next year.

- D. Supervisor signature _____
Date completed _____

11-10-84 BY AVAILABLE

SECTION III (to be completed during employee/supervisor
conference)

- A. In the space below list those goals and objectives for
the following year as mutually agreed to be
accomplished by the employee.

Employee signature_____

Supervisor signature_____

Date_____

Peer Evaluation Background

Definition (peer): colleague who has expertise in the discipline of the faculty member.

Colleagues are generally good resources to assess a faculty member's course materials, student achievement, and contributions relative to the faculty member's specific technology or college component. However, colleagues are generally not good resources to judge teaching through classroom observation. The disadvantages of colleague classroom visitations are that there may be an adverse effect on collegiality, there may be an overburden to faculty members in terms of time and effort, and there may be problems related to sampling and observer unreliability. If observation is done at all, the selection of those who will participate as observers should be mutually determined within the academic division or college component.

Peer Evaluation
(Teaching Materials)

Listed below are items which should be evaluated broken into five separate categories. Rate each item on a five-point scale (i.e., 1-5, with 5 being high and NA for not applicable) according to the extent to which the materials meet the criteria represented by each item.

Background:

_____ number of courses taught by _____
during the academic year _____
_____ number of courses evaluated by _____

The syllabus

_____ reflects information contained in the master syllabus.
_____ adequately outlines the topics to be covered.
_____ states course objectives clearly.
_____ states course grading policy.
_____ lists pre- and corequisites (if applicable).
_____ provides adequate instructor information (office hours, phone number, etc.).
_____ provides adequate course information (catalog description, credit hours, etc.).
_____ lists all texts and materials required.
_____ states all pertinent course/college policies.
_____ notes any disclaimers.

The course

_____ difficulty level is appropriate for enrolled students.
_____ integrates recent developments in the field.
_____ allocates time to major topics appropriately.

The course (cont.)

_____ is responsive to the needs of the enrolled students.

The assignments

_____ are up to date.
_____ are appropriate for the level of the course.
_____ are of an appropriate length to meet the time requirement.
_____ reflect course goals.
_____ are diversified to meet individual student needs.
_____ involve laboratory work (when applicable).
_____ are intellectually challenging to the students.

The tests and quizzes

_____ are representative of course content and objectives.
_____ contain clear and well-written questions.
_____ contain well-written directions for completion.
_____ are of an appropriate length.
_____ are of an appropriate difficulty.
_____ are graded according to policy as stated in the syllabus.
_____ are of an appropriate number.

The audio/visual materials

_____ are up to date.
_____ are instructor created.
_____ are well designed.

_____ are visually attractive and easy to read.
_____ supplement course objectives.

Peer Evaluation
(Observation)

Listed below are observable characteristics of effective teaching which should be evaluated. Rate each characteristic on a five-point scale (i.e., 1-5, with 5 being high and NA for not observed) according to the extent to which the observed characteristic meets the criteria represented by each item. (All characteristics may not be observable in one classroom session.)

Background:

_____ number of courses observed during the academic
year _____ for _____
by _____

Knowledge of subject matter:

- _____ The instructor exhibits a mastery of content.
- _____ The material presented is appropriate to course level.
- _____ The material presented relates to the course objectives.
- _____ The instructor relates the material presented to actual/current job-related activities.

Organization and clarity:

- _____ The instructor is well prepared.
- _____ The sequence of topics covered is logical.
- _____ The instructor presents and explains content clearly.
- _____ The instructor provides transition from topic to topic.
- _____ The instructor distinguishes between major and minor points.
- _____ The instructor periodically summarizes important concepts.

- _____ The instructor uses examples and illustrations to clarify difficult or abstract ideas.
- _____ The instructor varies the pattern of instruction (gestures, voice level, tone, pace, etc.)

Instructor/student interaction:

- _____ The instructor encourages student questions.
- _____ The instructor answers questions in a direct and understandable manner.
- _____ The instructor receives questions politely and enthusiastically.
- _____ The instructor uses verbal/non-verbal, positive reinforcement.

Presentation/enthusiasm:

- _____ The instructor demonstrates enthusiasm for the subject.
- _____ The instructor demonstrates enthusiasm for teaching.
- _____ The instructor is easily heard.
- _____ The instructor speaks at an appropriate rate.
- _____ The instructor maintains eye contact with students.

Optional Comments:

Bibliography

1. Angelo, T. A. and Cross, K. P. (in press), Classroom Assessment Techniques: A Handbook for College Teachers, 2d ed., San Francisco: Jossey-Bass.
2. Baker, Norman R., Skinner, Pat, et. al., Report of the Study Committee on Faculty Workload for the Managing for the Future Task Force, 1992.
3. Boyer, E. L., Scholarship Revisited. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching, 1990.
4. Plan for the Assessment of Student Academic Achievement, Clark State Community College, 1992.
5. Seldin, P., Successful Faculty Evaluation Programs. Crugers, NY: Coventry Press, 1980.
6. Seldin, P. and Annis, L. F., "The Teaching Portfolio," Journal of Staff Program and Organizational Development, 1991, 8, 1-5.
7. Seldin, P. and Associates, How Administrators Can Improve Teaching. San Francisco: Jossey-Bass, 1990.
8. Sorcinelli, M. D., Evaluation of Teaching Handbook. Bloomington: Dean of Faculties Office, Indiana University, 1986.
9. Stark J. S., Lowther, M. A., Ryan, M. P., Bomotti, S. S., Genthon, M., Haven, C. L., and Martens, G., Reflections of Course Planning: Faculty and Students Consider Influence and Goals. Ann Arbor: University of Michigan, National Center for Research to Improve Postsecondary Teaching and Learning, 1988.